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AUTHOR Wessen, Paul D.
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ABSTRACT

A practicum was conducted to design, implement, and evaluate an instrument measuring the relative strengths of task-and nontask-related motivation of child care employees. Designed for child care center employees and supervisors, the instrument consisted of a self-administered demographic checklist and 100 forced-choice pictorial items representing stressors commonly found on and off the worksite. It was administered to 278 employees and 50 supervisors in the private child care field throughout the United States. In addition, respondents were asked to indicate their interest in inhouse inservice training programs. Analysis of data from the instrument revealed that distraction by nonjob-related tensions was directly related to level of socioeconomic disadvantage. While employee mean scores did not indicate a preponderance of nonjob-related tensions, item analyses indicated a heavy weighting of transportation, shelter, and family problems. Included among other findings were the following: respondents from southern and eastern states displayed the highest distraction, employers obtained lower distraction scores than did employees; and neither group expressed significant interest in future inservice training programs. Responding employers considered the instrument helpful in understanding sources of employee stress. (MN)

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DEVELOPMENT AND IMPLEMENTATION OF A PSYCHOMETRIC INSTRUMENT TO ASSESS JOB VERSUS NON-JOB RELATED MOTIVATIONAL STRENGTHS AMONG THE DISADVANTAGED

PRACTICUM I - SUBMITTED TO THE
FACULTY OF THE EARLY CHILDHOOD PROGRAM
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

BY
PAUL D. WESSEN

NOVA UNIVERSITY
CLUSTER VI
SEPTEMBER 1980

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ABSTRACT

A profile of employees in the private sector of child-care displays a wider range of socioeconomic disadvantage than obtains in other insitutions serving the needs of small children. This is reflected in endemic management problems characterized by excessive absenteeism and staff turnover, resulting in disruption of developmental programs.

Employers' efforts to reduce employees' distractions from their tasks have been hampered by the lack of motivational information on this occupational group. This problem was dealt with in this practicum. The goal was to design, implement, and evaluate an instrument measuring the relative strengths of task and non-task-related motivations of child-care employees.

Two hundred and seventy-eight employees and fifty supervisors in the private child-care field throughout the United States were administered a motivation measurement instrument consisting of a self-administered demographic checklist and one hundred forced-choice pictorial items representing stressors commonly found both on and off the work-site. Respondents were asked, in addition, to indicate their interest in exposure to in-house in-service training programs.

Analysis of the data obtained revealed high correlation ($p < .01$) between socioeconomic disadvantage and task distraction. Respondents from southern and eastern states displayed higher distraction than those from northern states. There was a high negative correlation between employees' distraction scores and their perceptions of their training needs. Employers obtained lower distraction scores than did employees. Neither group expressed significant interest in participating in future in-service training programs. Recommendations for upgrading the quality of child-care staffs and for continued motivational research in this area are given.

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CHAPTER I

SETTING AND AUTHOR

The writer's professional child-care activities over the past decade have been centered in Palm Beach County, Florida. Palm Beach is Florida's sixth most populated county and is located on Florida's southeast coast, an hour's drive north of Miami. Its primary industries are tourism and light technological industries in the eastern two-thirds of the county, and agriculture in the western third.

Palm Beach County is composed mainly of middle-class and blue-collar workers with a relatively large number of minority persons, the major exceptions being the Town of Palm Beach and the City of Boca Raton. A survey conducted by the Palm Beach County Area Planning Board (1979) estimated a total population of 564,950 persons occupying 82,870 dwelling units.

The 1970 U.S. Census reported 282,115 females in the county, 30,000 more than males. Fourteen percent of the population is nonwhite; an insignificant number of which are hispanic. Twenty percent of the total population is under fifteen years of age. The 1970 census report on county migration patterns reports a net increase in the number of children between the ages of 5-9 during the preceding five years of 1437 and a net increase in females between the ages of 20-29 --the most prevalent age of mothers seeking child care-- of 2401. It can be expected that these figures increased dramatically during the seventies, concurrent with the county's total population growth from 348,000 in 1970 to 534,000 in 1978. Area Planning Board studies project a total population of 935,785 by 1990 and 1,234,430 by the year 2000.

Per capita income in 1974 was reported at $6,182, an increase of 60.3 from the 1969 income figure. More recent information is not available (U.S. Census, 1970).
information, see the Appendix.

The County Health Department reports 105 non-federally funded day care centers with a total capacity of 5,568 children (1978), 34 federally funded units with a capacity of 1304 and 7 family day care units with a permitted capacity of 17.

The writer has been involved as a center owner and kindergarten teacher during the past twelve years. Administrative duties have included staffing, curriculum and program development, sales, and public relations.

He is also a member of the Palm Beach County Private Child Care Operators Association, an organization which he co-founded and has served as president. The primary function of this organization is to devise and implement strategies to meet the needs of members struggling with the exigencies of bureaucratic oversight. The Association was instrumental in the formation of the Palm Beach County Child Care Board, serving in an advisory capacity to the Board of County Commissioners. Two Association members serve on this board.

The writer is also a member in good standing of the Southern Association of Children Under Six.

CHAPTER II

STUDY OF THE PROBLEM

Correlation of Local Symptoms to the Literature

The purpose of this study was to examine the career and social motivations of academically and socially underprepared workers entering the child-care field. While research in human motivation has proliferated over the past two decades, the available evidence indicates that little research has been done towards measuring or otherwise identifying the basic motivational goals of lower socio-economic groups as perceived by themselves prior to employment. Most studies with these groups address job-leavers' stated reasons for recent termination, but fail to examine both their future aspirations and their personal perceptions of non-job related basic needs. Not knowing workers' positions on a scale of hierarchal basic needs is to ignore a fundamental consideration in planning an effective staff. This study proposed to design and implement a sociometric instrument measuring the motivational effects of both job and non-job related needs on entry-level day-care personnel.

The problem to be addressed in this practicum was: The approaches being used to select new employees for child-care centers leave administrators with little motivational information with which to design and implement training programs. This makes it difficult for them to reduce absenteeism, early termination, and client problems based on staff-child relationships.

During the 1960s, the number of children under age six in the United States with working mothers rose from four million to six million (U.S. Census, 1970). The emergence of a new focus on women's rights during the seventies has increased this figure significantly, although the rise has been somewhat modified

by a slight decrease in the birthrate. Today, one out of every two mothers is employed (Women's Bureau, 1977). The eighties promise to be characterized by inflation, thus forcing still more young mothers to augment the family income with a second job. By 1990, it is projected that nearly one in two preschool children will have mothers who are employed

The impact on the child-care field will be twofold. First, it is reasonable to project a total child-under-six enrollment of twelve to fourteen million sometime during the eighties, thus promoting great expansion in the child-care industry, with a concomittant need for additional staffing. Further, the applicants for these new openings will be drawn largely from that same group of young mothers who are seeking child care.

Many of the increasing numbers of women entering the child-care field are considered unequipped to succeed because of a poor scholastic background. Moreover, an increasing number of these applicants, labeled disadvantaged, have not developed the social skills viewed by management as essential to establishing and maintaining positive relationships with supervisors, peers, and clients.

Responsible, licensed child-care operators in Palm Beach County are among the first to agree that the preschool children in their care are not being offered the best child development possible. Although proud of their individual delivery models, they agree that severe staffing problems tend to militate against optimum efficiency in implementation. They view the fundamental problem as a lack of staff commitment to the field. Informal interviews with several operators indicate their agreement that this problem is characterized by two main areas of poor performance.

ABSENTEEISM. Unplanned and unexcused absences from the center are cited as the single most vexing administrative problem. Absenteeism is endemic and ongoing. Unplanned absences automatically unbalance the child/staff ratio, thus placing the

operator in jeopardy with regulatory agencies. The reduction in staff causes reassignment of the available staff to less familiar responsibilities, resulting in disruption of cognitive programs and an upturn in the incidence of injuries to children.

National studies indicate that absenteeism is not just a local problem. Moreover, research shows that the situation is exacerbated in fields largely staffed by females. Hedges (1973) demonstrates that married women miss 6.8 days per month, whereas single women miss 4.9 days. These findings are corroborated by Naylor and Vincent (1959) who argue that a major factor in promoting unscheduled absences is family size. Historically based role differentiation has established that home problems, sick children, and personal daily business be handled by mothers as the fathers' jobs are considered prime income sources not to be jeopardized. Beatty and Beatty (1975) concur that family size is a major influencer on absenteeism, but add that this factor reduces dramatically after 2 years on the job. They postulate that the immediate work environment increases in importance to the employee through the development of more professional and congenial relationships with supervisors and peers; thus she is less likely to invent or rationalize reasons for absences.

Local operators have attempted several strategies to alleviate the absentee problem. Most widely used is the disciplinary interview, which ranges from a sharp rebuke to a formal discussion of personnel files and efficiency ratings. The immediate responses to such confrontations range from immediate withdrawal from the job site to measured indifference. Most workers at this level are not sufficiently goal-oriented to be motivated by the future effects of their personnel files.

Dismissal threats are employed in the hope that the immediacy of economic disaster will motivate better attendance. Operators report little success with this method, theorizing that many of their personnel have become government-dependent and do not view job loss as a catastrophe.

More creative strategies include a bonus plan, to be paid on the basis of perfect attendance for uninterrupted blocks of time. Again, economic inducements seem to be no more effective than economic reprisals. Some studies support this contention. An analysis of factors causing job leaving among younger workers showed remuneration to rate low on a job satisfaction expectation scale, (Dawis and Ace, 1973), although other studies indicate this may not necessarily be the case among older employees.

Attempts to use peer pressure as a motivational factor have also proven fruitless. In one center, employees were instructed to make arrangements within the staff to absorb their duties and responsibilities when absent. The hypothesis was that such attempts would result in immediate and clear-cut negative feedback, thus motivating the worker to better attendance in order to avoid the negative responses. The hypothesis concerning negative feedback was proven correct; however, the response of the chronic absentee was to avoid the mechanics of the system altogether. This is probably an indication of the new employee's lack of identification with his fellow workers. Beatty and Beatty (1975) suggest that it may take as long as two years for a new staff member to establish a sense of peer cohesion.

Recent research may provide an insight into the failure of these strategies. Nicholson, Nigel, and Chadwick-Jones (1976) contend that the common view of absence as a pain-reductive response to work environment is empirically unsupportable. They view absence as adaptive behavior, proactive to diverse individual needs, goals, habits and situational constraints. They attribute the continued existence of the absentee problem to the narrowness of relating the problem and cure strategies to work environment attributes and contend that the attention of researchers must turn to the dynamics of attendance motivation and recommend future studies to an examination of organizational "absence cultures." Day care would seem a logical and profitable area for such studies. In a later study, Nicholson (1977) proposes a new model for analysis and prediction of employee absence.

Using the A-B continuum, he uses a range of events that might cause a "decision to be absent." The events include, in avoidable to unavoidable order, head cold, oversleeping, mild depression, fatigue, minor injury, business affairs, and family illness. It is instructive to note that none of the events is directly related to the workplace and are, in fact, closely related to a hierarchy of basic needs. This suggests that center operators might reasonably expect a reduction in absenteeism if they had the means to assess their prospective employees' relationships to their basic needs.

TURNOVER. Unexpected departures of personnel is cited by local center operators as the next largest problem they encounter. Most affective programs are geared to a progress continuum beginning in September and ending in June. The departure of a teacher in the middle of the year disrupts the continuity of the program, as the untrained replacement will be learning "on the job." Thus children may become confused and lose their focus on the program. Furthermore, overall collegial cohesion is difficult to maintain when a large percentage of the staff is relatively new. No well articulated in-house training program exists in private centers in Palm Beach County to date; operators' attempts to train new staff are largely related to keeping the children safe and quiet with the hope that new employees will develop cognitive and affective teaching skills inductively. This "seat of the pants" training approach works well with only a small percentage of the work force.

Proprietory operators offer their services primarily to the lower income segments of the population, and fees are fixed accordingly. The resultant annual budget does not allow private centers to offer high wages at entry-level. Thus, it is extremely difficult to attract previously qualified personnel to this field. As a result, entry-level employees in the child-care field may be characterized as female, in their 20s, black (2 out of 3), and with small children at home. Most qualify for the label "disadvantaged."

Private operators have attempted to hold new employees by offering frequent salary increases. Although this strategy seems to decrease the quit-rate, the fired-rate increases. Operators have concluded that frequent financial reinforcement motivates the entry-level worker to stay on the job, but not necessarily to improve performance. Hulin's studies (1966) on turnover in a female clerical population concluded that turnover can be reduced by as much as two-thirds by instituting new company policies on salary review and advancement opportunities. Replication by Wild (1970) yielded essentially the same results. These studies, however, did not measure quantitative or qualitative performance. A reduction in turnover is not necessarily beneficial if it results in the retention of unproductive staff.

One major non-work related cause of turnover postulated by researchers is family size. Naylor and Vincent (1959) show that female withdrawal from the work force increases in direct proportion to family size, whereas this is not true for males. Beatty and Beatty (1975) concur with this view. Married men expect their wives to be more work flexible and, in effect, transfer their wives to problem areas perceived by them to be the most important.

Most research concludes that low job satisfaction is the predominant cause of high turnover and relates satisfaction to the development and maintenance of adequate relationships with peers and supervisors.

Studies of hard-core unemployed demonstrated an extreme emphasis on congenial interpersonal relationships (Rosen, 1970). Rosen also contends that a sense of being nurtured by immediate supervisors is the single most crucial element. Interviews with chronically unemployed individuals demonstrated a need for a show of concern by supervisors. Morgan and Herman (1976) indicated "break from supervisor" as a major factor in unscheduled absences, certainly a forewarning to withdrawal from

the job situation. Hulin (1968) supports this thesis, relating high turnover in female populations to dissatisfaction with supervisory relationships.

Closely related to this issue is the concept of autonomy. This point is especially endemic in any teaching field. Traditionally, teachers have resented and resisted administrative control, as they perceive themselves to be possessors of a specialized knowledge base to be disseminated in the privacy of their own classrooms. This effect spills over into child care, inasmuch as the task and physical situations are very similar and the child-care worker is, indeed, called "teacher" regardless of a lack of professional preparation.

Porter and Steers (1973) held that role clarity, recognition and feedback are related to turnover. It is the responsibility of the supervisor to define the worker's "territory" and allow her the greatest possible autonomy. Crucial to this concept is participation in decision-making processes directly related to her tasks and work environment. Guest (1955) supports the contention that autonomy is inversely related to turnover as increased independence on task reduces the incidence of negative contact with supervisory personnel. One extensive survey, (Herrick and Quinn, 1971) asked workers "What is the single biggest problem you encounter on your job?" Most answers were concerned with day-to-day problems in getting their work done, thus indicating that workers may be more production oriented than commonly thought. Their job satisfaction survey suggests that the job aspect contributing most to overall satisfaction was the extent to which they felt their work was interesting, rewarding, and self-developing. The authors observe that the importance of self-fulfillment has received little attention and warn that the quality of national life cannot be adequately enhanced unless more surveys of worker's needs are made.

SUMMARY

Surveying the literature related to this investigation demonstrated the important role that is played by the motivational needs of undertrained persons entering the work force in general, and the child-care field in particular. That a lack of commitment to the field is prevalent is indicated by a high rate of absenteeism and early turnover. While most research demonstrates that new employees are generally motivated by work-related satisfactions, there is significant evidence that more basic motivations are primarily operational. Further, more research relating work motivation to disadvantaged persons is needed. Frequently, researchers stress job-related attributes without giving proper attention to the non-employment needs of their subjects. Providing relevant training opportunities at all levels of competence requires understanding job applicants' needs, interests, and aspirations. This is especially true of work cultures employing individuals on the lower end of the socio-economic spectrum. The need for broadly based intervention strategies toward providing viable training opportunities has been clearly demonstrated.

CHAPTER III

BROAD-BASED REMEDIATION STRATEGIES

In Palm Beach County, there are only two programs geared towards the development of child-care personnel. The county school system offers child care-giver courses at their technical center. Unfortunately, this program has become a warehouse for those unable to cope with the academic and social demands of the central school system. These students can be characterized as female, black, disadvantaged, non-literate and possessing few of the social skills necessary to procure and maintain any position in today's job market. Local private operators report that early-termination rates of personnel acquired from this source approach one-hundred percent.

The Palm Beach Junior College offers a Child Development Associates degree which would probably satisfy future state requirements. The program is limited, however, in that its approach to child development is geared entirely to the Montessori system. This finds expression through a study of curriculum materials and their laboratory setting. As most operators do not use the Montessori system, this limited approach to child development philosophy would provide little opportunity to employ staff flexible enough to help meet the development needs of the children as seen by most operators through the eyes of their clients. Moreover, the cost in time and money is not consistent with the operator's need to pay minimum wage at entry-level.

Entry-level employees may utilize one national source for obtaining a CDA. The Child Development Associates Consortium is a non-profit government funded entity composed of 38 separate

organizations interested in promoting the professionalization of the child-care field through the upgrading of staff at all levels of child care. On request from a center, the Consortium will form an evaluation team of four individuals, the trainee, trainer, parent representative and a Consortium representative specifically trained to measure individual competencies. Upon successful evaluation, the trainee is awarded a certificate of competency. It is generally conceded that a CDA will be acceptable by state regulatory bodies which are expected to legislate minimum certification requirements in the future.

The CDA model, however, does not lend itself to a solution of the problem addressed here. Although performance-based evaluation procedures might impel the highly motivated worker seeking semi-professional status, this model does not provide the mechanics of a training program. The Consortium prefers to leave the design and implementation of training strategies to the individual centers in the hope that they will reflect local needs. Further, the CDA model presupposes a higher degree of self-motivation than is normally encountered in academically and socially underprepared persons.

A trainer-consultant model has been designed and implemented by many universities in order to meet the growing need for training of personnel. Bookman (1973) complains that the effectiveness of these programs is greatly diminished by the use of traditional methods of on-campus training. He contends that the university model --prepackaged lectures with some films-- is doomed to failure because it is based on four untenable assumptions; namely that training models can be universally applied, that the lecture format is the most effective method of transmitting ideas to workers, that the trainer-consultant need not participate in the center's working routine, and that the center's power structure is of no concern to the trainer-consultant.

There does not yet exist a viable in-service in-house training program which addresses the motivational and economic needs of disadvantaged entry-level workers as well as the limitations of time, space, and personnel resources of the child-care center operators in Palm Beach County. The literature indicates that this deficiency is probably nationally endemic.

CHAPTER IV

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENT

The general goal of this study was to design, implement, and evaluate an instrument measuring the basic motivational drives of lower socioeconomic individuals entering the child-care field. The instrument was geared to meeting the needs of a viable design for an individualized in-service program to be administered by center operators.

For purposes of comparing possible defferences in regionality and present life-situation, this practicum was addressed to three diverse populations:

1. All child-care administrators and staff members presently employed in private for-profit child-care centers in Palm Beach County, Florida.

2. Students presently enrolled in a child-care training program under the auspices of the Palm Beach County Board of Public Instruction.

3. All child-care administrators and staff members presently enrolled in the MCCA program directed by Nova University, Ft. Lauderdale, Florida.

A motivational needs assessment instrument developed by the practicum writer was administered to all persons in the selected populations. The resultant data was descriptively analyzed and applied to the following anticipated outcomes:

1. There will be a significant correlation between employees' positions on a needs hierarchy scale and a disadvantaged - advantaged scale.

2. A one-tailed T-Test will display employers' positions on a needs hierarchy scale significantly higher than employees' positions.

There will be a significant difference in means between groups at a .05 level.

3. Employees' positions on a needs hierarchy scale will reflect basic drives derived more from other than job-related attributes.

The mean and median positions on a needs curve will fall below the fiftieth percentile, this percentile representing the break-point between other-related and job-related drives.

4. Employees' positions on a needs hierarchy scale will be significantly lower regarding respondents in the southern and western states than those from the northern states.

5. Employees will agree that further professional development would benefit them personally.

An average score of 4.0 on a five point Likert scale will be considered a significant positive response.

A follow-up opinion questionnaire will be sent to employers responding to the first mailing. The following outcomes are anticipated:

6. Employers will agree that further professional staff development would help reduce absenteeism.

An average score of 4.0 on a five point Likert scale will be considered a significant affirmative response.

7. Employers will agree that further professional staff development would help reduce turnover.

An average score of 4.0 on a five point Likert scale will be considered a significant affirmative response.

8. Employers will express interest in the development and implementation of an in-service in-house training program.

Given a yes-no choice, a sixty percent affirmative response will be considered significant.

9. Employers will express a greater awareness of employees basic motivational drives as a result of their contact with this practicum.

Given a yes-no choice, a sixty percent affirmative response will be considered significant.

CHAPTER V

PROCEDURES

The three populations described earlier in this paper were chosen for different reasons:

1. Private for-profit child-care centers in Palm Beach County have constituted the major professional environment for this writer. Further, the writer was a co-founder and past-president of the county entrepreneurial child-care operators' association. This has provided first-hand experience and observation of major staffing problems and attempts at solution.

2. The technical center presented a demographically attractive population. Although the number of persons involved was small, the sampling was complete. This population proved to be highly disadvantaged. Moreover, this is the only population which is truly at entry-level, the individuals in the other two necessarily being already employed. Also, the instrument was administered under closer control.

3. MCCA candidates, by virtue of their enrollment in Nova's program, have already demonstrated interest in improving child care. They were expected to be motivated to participate in this practicum by a desire to obtain the further approval of their director, who is also a practicum reviewer. Also, this national population provided interesting data comparisons with the other two populations described above, and helped determine the reliability of the instrument.

The next step was to determine an advantaged - disadvantaged rating scale. An A-B continuum was designed,

utilizing federal guidelines to determine scoring. This was followed by the development of the instrument itself, to be described later in this paper.

The remaining steps of this practicum are described in the following implementation calendar plan.

IMPLEMENTATION CALENDAR PLAN

March, 1980	1. Proposal to reviewer 2. Secure permission for implementation at private non-profit centers. Method: Telephone interviews. 3. Secure permission for implementation at Palm Beach County South Technical School. Method: Personal interview. 4. Obtain mailing list of MCCA candidates from Dr. Richard Goldman, Nova University.
April, 1980	1. Mail questionnaires to private centers. 2. Mail questionnaires to MCCA candidates. 3. Personally administer instrument to students at Palm Beach County South Technical School.
May, 1980	Allow one month for mailed materials to be returned to practicum writer.
June, 1980	1. Analyze and organize data obtained from first mailing. 2. Mail second questionnaire to all participating administrators. Allow two weeks for them to be returned.
August, 1980	1. Analyze and organize data obtained from second mailing. 2. Write practicum report.
September, 1980	Present practicum report to reviewer.

IMPLEMENTATION OF PLAN

The implementation stage of the practicum followed the calendar plan without significant deviation. The writer maintained a practicum diary to facilitate accuracy during the writing of this section of the final report. Inasmuch as the measurement instrument which is the focal point of this study had already been designed and approved as part of the practicum proposal (March 1980), no time was lost with additional design and approval stages.

Fourteen hundred copies of the questionnaire and 200 cover letters were printed commercially ($127.00). The Nova files were researched for the addresses of the MCAA candidates per permission from Dr. Richard Goldman. A list of private operators in Palm Beach County was obtained from the county Health Department. The operators were contacted by telephone and permission to deliver packets of questionnaires was given by 26 operators. Only 300 forms were allotted for Palm Beach County and telephone solicitation ceased when the commitments totaled that number of employees. The Palm Beach Board of Public Instruction was telephoned for permission to personally administer the instrument to a class of child-care students. The Board mailed an application which the writer filled out and returned. Official permission was received in the mail two weeks later.

Eleven hundred forms with cover letters (Appendices A and B) were mailed in April to 46 of the centers throughout the United States participating in Nova's MCAA program along with self-addressed, stamped manila return envelopes. (Total postage, $304.00) The remaining forms with cover letters (Appendix C) were hand-delivered to private county centers and picked up a few days later. Ten of these centers rejected the project out of hand after seeing the questionnaire. Most rejective comments centered around the feeling that the demographic information requested was somehow discriminatory or threatening, although

there was no racial pattern to the rejection. The researcher then administered the instrument to the high-school child-care class.

During the latter part of April and the first two weeks of May, the writer had an opportunity to tabulate the local returns and some early returns from the national sample. An extended combination vacation and research trip to Europe did not permit further tabulation until mid-July, when the statistical review was completed. At this time, the second mailing to responding national operators was made and the data obtained from the first mailing was organized and analyzed. August was spent writing --and rewriting-- the remainder of the practicum. The finished report will be delivered to the practicum coordinator in September, 1980.

CHAPTER VI

INSTRUMENT DESIGN

Previous chapters have demonstrated that employees remaining on the job for two years tend to become fairly strongly bonded to the job. Further, it has been shown that adequate training programs tend to produce job longevity by increasing the workers' sense of role definition and peer-group attachment. At the base of these facts lies the need for designing a training program with multivariate human need systems in mind. The instrument designed for this practicum proposed to analyze the prevailing dynamic tensions in underprepared employees' need systems.

Expectations that an employee will respond productively to any training program requires an understanding of the employee's need structure and of the dynamic tensions operant during situational mutancy. Such an understanding is difficult to obtain as human needs do not occur in isolation, but rather in a complex, ever-changing format which defies attempts to establish predictability. Several models attempting to analyze this structure with a view to behavior predictability will be discussed here.

THE LITERATURE

Most studies have not been concerned with the motivational needs of lower socioeconomic groups. Porter (1961) analyzed needs as perceived by job holders but confined his study to management personnel. Roberts, (1971), presented a factor analytic study of job satisfaction items which was designed to measure the extent of Maslow need catagories, but this work was also limited in that it confined its examination to the higher needs, e.g. self-respect and self-actualization, of

higher management personnel. Further limiting this study is Maslow's own insistence that the system of needs must be studied as a whole rather than studied as individual needs independently (Maslow, 1954). Most behavior is multimotivated, thus it is particularly important to study the need system holistically because any change in one area of the needs configuration will bring about some concomitant changes in other areas.

One psychometric technique designed exclusively for economically and educationally deprived persons is currently in use. The Vocational Opinion Index (Assoc. for Research in Behavior, 1976) is a 58-item paper and pencil instrument used to measure an individual's Job Readiness Posture (JRP). The posture score is determined by the test-taker's answers on a 5-point agree-disagree continuum and is used to define his attitudes, perceptions and motivations as they impact on his ability to obtain and maintain a job. The VOI is limited in that it is dependent on the test-taker's subjective approach to the test. It is a simple matter for an individual to perceive the answers producing a high score in his behalf. Further, the nuances contained in a 5-choice option may be too subtle for the undereducated and may, therefore, not provide reliable item discrimination.

Important work was done by Hicks (1967) who introduced vector analysis as an analytical technique. He contended that an individual's needs can be expressed as vectors, pulling in different directions with different strengths. He posited that adding the vectors together would produce a "resultant" as a compromise of all needs. Since the lengths and directions of the vectors cannot be accurately identified, Hicks technique remains only a conceptual tool at this time.

One analysis of human behavior is modeled on the concept of marginal utility. This analysis assumes that the amount of perceived satisfaction derived from each unit of effort

decreases as proximity to the goal increases. Thus, the perception of decreased satisfaction causes the individual to redirect some of his goal-seeking energy to goals which promise a higher return in satisfaction. This model concludes that goal-seeking is essentially a homeostatically-based activity, e.g. needs, like water, tend to seek a common level.

Goal distance analysis is designed to measure the strength of a motivation to satisfy a goal (Homans, 1961). This model is in agreement with Maslow, as both contend that the frequency of contributing activity decreases as goal-satisfaction increases. This analytical technique would seem to be a unidimensional application of marginal utility theory.

Hierarchal change analysis was proposed as a tool to predict future changes in need strength on the basis of an analysis of need satisfaction at any given time (Halland and Nougaim, 1968). Their hypothesis of high correlations between present need satisfaction and future need strengths was not supported by their study. They concluded that their subjects' needs resulted largely from age and role-identification factors rather than lower need gratification.

Markov chain analysis describes a sequence of need system states which calculates the individual's potential for achieving goal-levels, dependent upon the achieved satisfactions in the immediately preceding period (Chung, 1969). This model is based on the assumption that each goal-seeking period has a finite number of possible outcomes and that these outcomes are subject to the vagaries of situational mutation. Thus, it is posited, one may analyze the initial system state, calculate the transitional probabilities, and predict the relative needs of the system for successive time periods.

LIMITATIONS

The analytical tools described above clearly demonstrate the multivariate dynamic complexity of the human need system. For the purposes of this study, however, their usefulness is somewhat limited. The marginal utility analysis describes the condition of maximum need satisfaction, but fails to describe the process of strength interaction between needs. Goal-distance analysis is univariate in that it does not address the joint interaction of various needs and need strengths. Hierarchal change analysis is a multivariant approach but also fails to consider the simultaneous interactions occurring between various needs and the resultant effect of these tensions on the entire need system. The Markov chain model is limited in that it requires analysis of an individual's behavioral patterns in the past. This model does not lend itself toward future system-state prediction of new employees, who's past behavior patterns cannot be reliably determined. Vector analysis at present is only a conceptual tool with limited in-field practicality as the lengths and directions of the vectors cannot be identified.

To overcome these limitations, this study proposed a unidimensional binary model which is capable of handling the multivariate and dynamic nature of the human need system as described by Maslow. Such a unidimensional model, when applied to a forced-choice situation between two opposing behavior patterns may well be called a Binary Distraction Analysis Model.

BINARY DISTRACTION ANALYSIS MODEL OF HUMAN NEEDS

This paper proposed binary distraction analysis as a method of analyzing an individual's state-system whose component characteristics involve multivariate and dynamic factors. This type of analysis makes it possible to measure and predict the probabilities of behavioral change due to changes in life situations. A basic assumption of a binary distraction analysis is that an individual is constantly forced to choose between two major alternatives, e.g. either

he does something or he does not. Even multi-faceted options can be treated through a series of binary decisions, as anyone familiar with computers already knows. Operant on each binary decision are factors tending to produce a Yes or a No decision. The multidimensional relationships of each factor to each other factor determine the relative strengths of the Yes versus No factors. Thus, assigning numerical values to each factor will produce scores, the larger of which will indicate the probabilities of a Yes versus No decision and its concomitant effect on the individual's behavior patterns. The term distraction is used here to characterize the forces tending to reorient goal-seeking behavior. An individual with serious domestic problems, for example, may be expected to be distracted from job performance. A binary distraction analysis, then, is a system of measuring the relative distraction strengths of a series of potential problems divided into two clearly separated goal-areas.

Let us posit a human needs curve in which percentiles 1-49 represent a tendency to be distracted toward non-job related problems, and percentiles 51-99 represent a tendency to be distracted toward job related problems. A test subject is given several items forcing him to choose between job (J) and non-job (NJ) related problems. The questions put to him would be "Which problem would you most like to avoid?" The problem selected in each case would represent a distraction factor toward one side of the scale or the other. If each J item is permutatively paired with each NJ item, we succeed in comparing the relative need strengths of each factor under all conditions. If our hypothetical test-taker scores J=82, NJ=12, by subtraction we end up with 70. If there are 100 items, then this individual clearly falls in the 70th percentile, one standard deviation to the right of the mean on a binary needs scale, and therefore can be classified as reasonably well job oriented.

BINARY DISTRACTION ANALYSIS AND HUMAN NEEDS

The reasons for using a unidimensional binary distraction analysis were as follows:

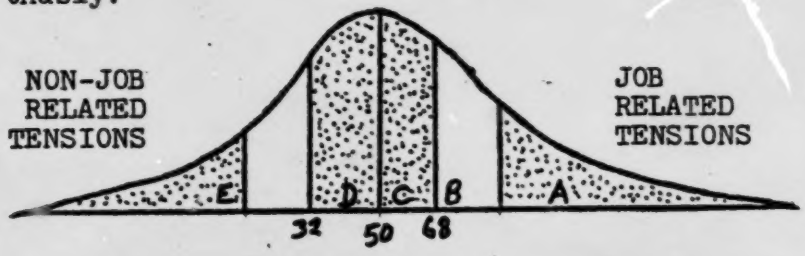
1. The holistic nature of need systems assures that changes in any area cause concomitant changes in other systemic areas. Thus it is necessary to apply multivariate methods of analysis.

2. Changes in individual future behavior patterns must be viewed as movement from a previously established base. Oscillation and downward hierarchal movement occurs when previously satisfied lower needs are perceived as unfulfilled. These conditions permit the construction of a unidimensional vector, the mid-point representing perfect balance between two opposing forces.

3. Intellectually understimulated persons are usually not able to contribute meaningful informational input when confronted with several simultaneous options. Further, in a pre-employment situation, they are likely to attempt to enhance their employment chances by selecting answers designed to please the test-giver. This indicates the use of binary forced choices. Moreover, all the choices are expressed in negative terms in order to avoid the appearance of item acceptability. Finally, a 100-item test consisting of 20 constantly repeated factors may prove confusing and boring to those with underdeveloped reading capabilities. This may lead to invalid scores, as the normal test-taker's reaction to frustration is to select the remainder of the answers indiscriminately. Therefore, the pair-items were presented pictorially, with a one-time explanation of the pictures given at the beginning of the test.

4. It is necessary to determine the transition probabilities which indicate growth or shrinkage of need factors as an individual's life situation fluctuates. When a situational change takes place, such a change will have a holistic impact on the entire need structure of a person. For example, if a person develops serious domestic problems, such problems will have a tendency to distract him from his job performance. The net effect of this distraction is a function of his position on the binary scale. An individual functioning at a needs level of 90 has high probabilities of weathering the storm with his job intact. If, however, he starts out at 40, or even 55, the probabilities of his staying "in tune" with work-place requirements are considerably diminished. The movements from one holistic configuration to another, e.g. the probabilities of transition, can be expressed on a negative-positive continuum.

Scores for hypothetical persons might appear on the scale thusly:



Although it is inappropriate to project job success based on such a small sample, it was intended that such a configuration would produce the following tentative assumptions relative to each individual's training needs.

A is obviously highly job-oriented and probably has his personal life in good order. He has high probabilities of job success in that the emergence of lower needs would be unlikely to be highly job distractive. He needs a minimum of formal training.

B is relatively well oriented toward job performance and should succeed, given a short but solid training program.

C is marginal. Any major non-job related stress could easily pull him below the mean and cause early termination. This individual will need more training than A or B if any employment longevity is to be expected.

D is a candidate for very early termination. His concerns for non-job related life factors dominate his intellectual and emotional processes. He will need a great deal of careful training in order to turn him into a prospect for success.

E is unemployable. Probably no amount of attempts at training would produce measureable results. This individual would probably find it impossible to cope with the "job" of training itself in the light of his serious and all pervading personal problems.

MEASURING THE DISADVANTAGE FACTOR

For the purposes of this study, established federal government guidelines were used to determine the relative disadvantage factor of each respondent. Federal programs issue priority ratings to their clients, issuing one disadvantage point for each of the following items: (1) female, (2) non-Caucasian, (3) physically handicapped, (4) head of household, (5) economically below poverty level, (6) limited English, (7) single parent, and (8) under 21 or over 55 years of age. This study operated on the rationale that each of these factors tends to militate against job success as they tend to distract the worker from job concentration. Further, this study also assigned an additional point for each small child at home.

QUESTIONNAIRE ITEM SELECTION

Items were selected on the basis of their relativity to Maslow's Hierarchy of Needs. An attempt was made to include items representing the first four levels of the hierarchy (1) physiological (2) security, safety (3) love, self-respect and (4) peer-respect. The highest level, self-actualization was not represented for obvious reasons.

The following list represents both job-related and non-job-related problems included as test items. The number in parentheses following each entry indicates the author's concept of placement on Maslow's Hierarchy of Needs as listed above. An additional number in brackets indicates an overlapping into another needs area.

NON JOB-RELATED

1. You sprain your ankle. (1)
2. You get a head cold for a week. (1) [2]
3. Your child or nearest loved one gets the 3-day flu. (1)
4. You have a serious argument with your spouse. (3)
5. Your school-age child brings home a terrible report card. (1) [3]
6. Your neighbors gossip that you don't take good enough care of your home and family. (4)
7. An auto accident damages your car badly, but you're OK. (2)
8. You lose an election to become chairperson of your neighborhood improvement society. (4) [3]
9. You lose your wallet with all your papers, but just a little money. (2)
10. Termites cause your roof to start leaking. (1)

JOB-RELATED

1. You don't get that raise you were expecting. (2) [4]
2. Your work place gets too hot (or too cold) and nothing can be done about it. (1)
3. Your supervisor is dissatisfied with your work and puts a bad efficiency report in your personnel folder. (4)
4. Your fellow workers tell you they don't think you're doing your share of the work. (3)
5. Someone with less seniority gets that nice new promotion you wanted. (4) [2]
6. You are accused, but not punished for a serious on-the-job mistake that you did <u>not</u> make. (4)
7. You are told that you are in a "dead-end" job. No promotions are possible but you can keep the job you have. (2)
8. You are laid off. (1)
9. Your co-workers don't do their share. You have to produce more than they do for the same pay. (3) [4]
10. You make a serious error on the job. Your supervisor gives you a serious "chewing out." (4)

CHAPTER VII

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

As stated in Chapter IV, the general goal of this practicum was to design, field-test and evaluate an instrument measuring the basic motivational drives of lower socioeconomic individuals entering the child-care field. If designers of child-caregiver training programs are to have a significant impact on the upgrading of the nation's child-care delivery systems, they must address the realities of the motivational factors affecting a segment of the population generally considered to be academically underprepared, occupationally undertrained and frequently possessing a disadvantaged, dependence-oriented self-image.

A 100-item forced-choice questionnaire (Appendix A) was administered to the three distinct populations described in Chapter IV. Packets of questionnaires were hand-delivered to 26 private centers in Palm Beach County and picked up by the researcher after having obtained advance permission to do so by telephone. A class of fifteen high-school students enrolled in a child-care training class filled out the questionnaire under the author's supervision. Eleven hundred forms were mailed to forty-six centers geographically scattered throughout the United States. Finally, a follow-up letter (Appendix D) containing a brief discussion of the results and addressing hypotheses six through nine was mailed to those employers responding to the first contact with the practicum.

DISCUSSION OF THE RESULTS

The data obtained will be discussed below in relation to the nine proposed hypotheses of the practicum.

1. It was expected that employees' positions on a needs hierarchy scale would correlate significantly with their positions on a disadvantaged-advantaged scale.

Positioning on a disadvantaged-advantaged scale was determined by a self-administered questionnaire presented on the cover page of the instrument. This scale represented socioeconomic traits identified and utilized by Federal governmental social programs. One disadvantage point was issued for each of the following items: (1) female, (2) non-Caucasian, (3) physically handicapped, (4) head of household, (5) economically below poverty level, (6) limited English, (7) single parent, and (8) under 21 or over 55 years of age. An additional point was also assigned for each small child at home.

A profile of the national and county populations indicate that the vast majority of employee respondents were female (100%), Caucasian and over 22 years of age. Seventy percent were between 23 and 54; twenty-six percent were over 54, and the remaining four percent were under 22 years of age. Sixty-two percent had either one or two children. Larger families were rarely encountered.

The next most significant disadvantage factor recorded dealt with serious concerns for the health of a loved one. Fourty-four percent of the respondents checked off this item, these individuals being almost entirely those with children. The remaining items on the federally inspired checklist were not checked off sufficiently to indicate a statistical significance.

The high-school population was too small (N = 15) to draw direct conclusions, especially as their presence in the child-care class more than likely represented an escape from the academic requirements of a regular campus rather than a vocational commitment. Nonetheless, it is interesting to note that the class profile was female, black and under 22 year of age. Forty percent were single parents (one child), twenty-six

percent were under the poverty level and received some form of government aid, and forty-six percent felt their minority accent to be disadvantageous.

Scores resulting from the demographic questionnaire were tabulated on a frequency distribution by number of respondents (Table One), by percentage of respondents (Table Two), and were plotted on a graph (Figure One) in order to present the data in more meaningful form then merely reporting raw scores. The national and county populations were highly correlative. As would be expected, the larger national sample (N=206) displayed a slightly wider range (1-10) than did the county sample (1-7). Moreover, the percentage of respondents reporting more than four points drops off more sharply in the county population than in the national sample. This would account for the 1.21 difference in mean scores (National=3.98, County=2.77). Nonetheless, the frequency distribution curve peaks at three points for all three groups sampled.

To determine the distractability factor affecting work-site orientation, the respondents were asked to make forced-choice binary decisions between job-oriented and non-job-oriented problems likely to be encountered in everyday life.

One point was credited for each response indicating that a non-job-oriented problem would be perceived as worse than its accompanying job-oriented problem. The resultent scores indicated the amount of potential work-site distractability in each respondents motivational makeup.

Distractability scores ranged from 20-80 points for both major samples. The school samples ranged from 28-84. The national group scored a mean of 43.9 and the county group scored 49.2 (Table Three). Standard deviations were computed using the formula:

$$s = \sqrt{\frac{\Sigma x^2}{n} - \left(\frac{\Sigma x}{n}\right)^2}$$

TABLE 1

FREQUENCY DISTRIBUTION

RELATIVE SELF-PERCEIVED SOCIOECONOMIC DISADVANTAGE
OF EMPLOYEES BY NUMBER OF RESPONDENTS

Sample	N	Number of Self-Perceived Disadvantage Points									
		1	2	3	4	5	6	7	8	9	10
National	206	22	33	45	33	28	15	15	7	5	3
County	57	9	12	23	9	1	2	1	0	0	0
School	15	0	0	6	2	3	4	0	0	0	0
TOTAL	278	31	43	74	44	32	21	16	7	5	3

TABLE 3

DISTRACTABILITY SURVEY

MEASURES OF CENTRAL TENDENCY

Sample	N	Range	$\bar{x}$	Median	Mode	Standard Deviation(s)
National	205	20-80	43.9	49	54	9.9
County	57	20-80	49.2	50	59	16.7
School	15	28-84	60.6	53	64	25.0
TOTAL	278	20-84	45.9	49	54	9.1

TABLE 4

CORRELATION OF DISADVANTAGE POINTS AND DISTRACTION SCORES

Disadvantage Points	Mean Distraction Scores by Sample National	County	School	Total
1	39.3	48.8		42.0
2	41.4	49.7		43.3
3	41.8	50.3	48.3	45.0
4	42.0	54.4	57.5	55.7
5	43.2	43.0	50.0	43.8
6	45.6	54.0	67.5	50.6
7	45.5	55.0		46.1
8	47.2			47.2
9	49.0			49.0
10	61.0			61.0

Figure 1

Frequency Distribution Relative Self-Perceived Socioeconomic Disadvantage of Employees by Percentage of Respondents

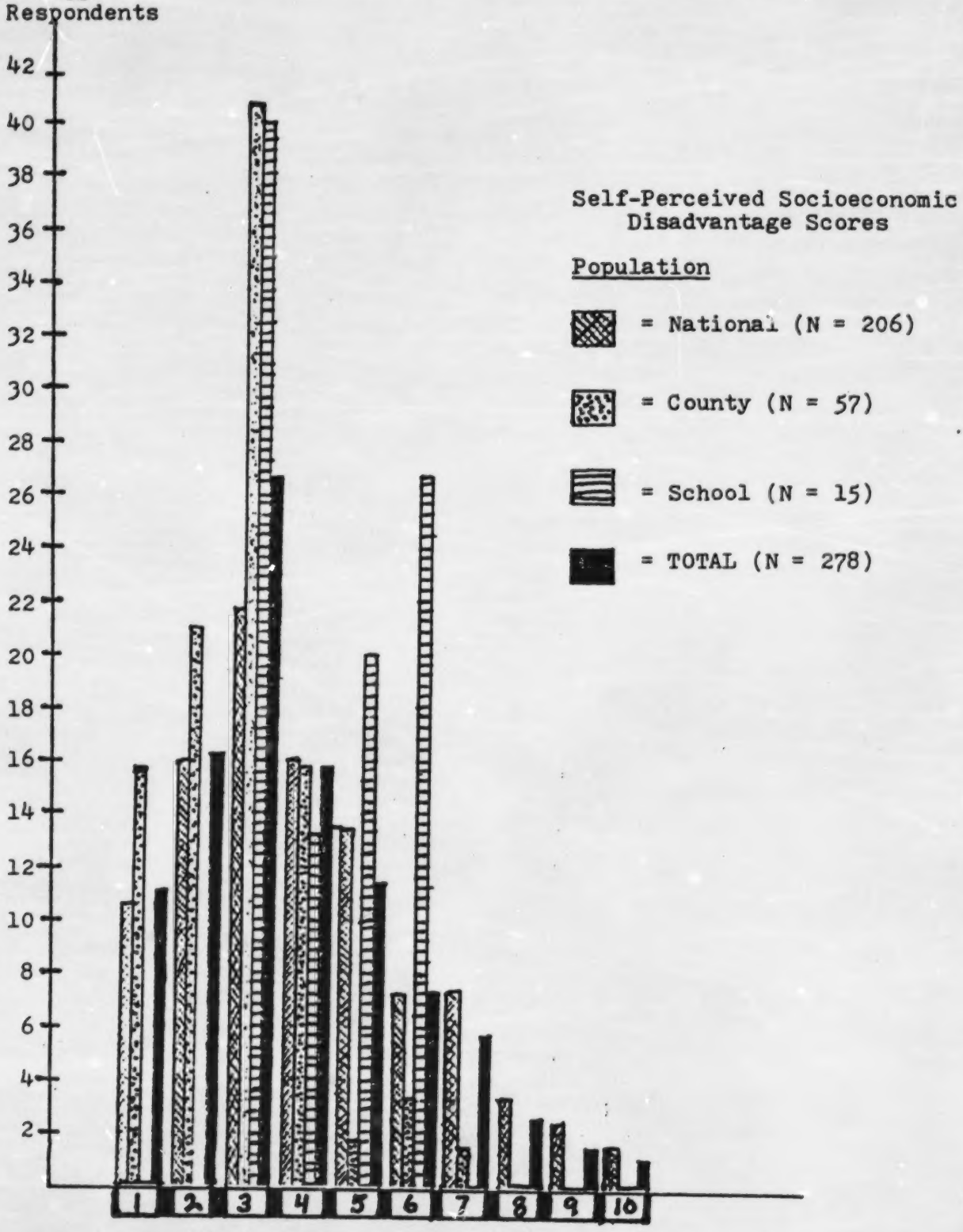


TABLE 2

FREQUENCY DISTRIBUTION

RELATIVE SELF-PERCEIVED SOCIOECONOMIC DISADVANTAGE
OF EMPLOYEES BY PERCENTAGE OF RESPONDENTS*

		Number of Self-Perceived Disadvantage Points									
Sample	N	1	2	3	4	5	6	7	8	9	10
National	206	10.67	16.01	21.84	16.01	13.59	7.28	7.28	3.39	2.42	1.45
County	57	15.78	21.05	40.35	15.78	1.75	3.50	1.75	0.00	0.00	0.00
School	15	0.00	0.00	40.00	13.33	20.00	26.66	0.00	0.00	0.00	0.00
TOTAL	278	11.15	16.17	26.61	15.82	11.51	7.55	5.75	2.51	1.79	1.07

* Percentage figures do not add up to 100% because individual scores were rounded off to two places.

Although the high correlation between disadvantage points and distractions scores is obvious by reading Table Four and Figure 2, the data were nonetheless treated statistically through the application of the formula:

$$\text{Probability level} = 1 - \frac{s\left(\Sigma d^2\right)}{n\left(n^2-1\right)}$$

Rankings of distractability means by disadvantage-group scores are presented in Tables Five - Eight. A probability of error level of .01 or less was extracted for the county population and $p < .02$ was derived for the school sample. Both the national population and the total sampling derived probability of error levels of $< .01$. Thus the first hypothesis has been proven.

2. Employers' positions on a needs hierarchy scale were expected to be significantly higher than employees' positions. Employers completed the same form as employees. Both national and county samples developed the same range (20-80). County owners and supervisors demonstrated less distractability ($\bar{x} = 35.3$) than did national supervisors ($\bar{x} = 41.9$). The computer center at Nova University, Ft. Lauderdale, Florida, conducted a one-tailed T-test to determine the significance of the difference between the means of the employee group ($\bar{x} = 46.55$) and the employer group ($\bar{x} = 40.16$). This test yielded $p < .01$, thus proving the hypothesis.

3. It was hypothesized that workers' positions on a needs hierarchy scale would reflect basic drives derived more from other than job-related attributes. Arithmetically, this would be reflected in any distraction score above 50. For statistical purposes, scores were subtracted from the total number of items (N = 100) to obtain scores plotted on the frequency distribution curve. Thus 1-49 percentile indicates a preponderance of non job-site related motivational drives, while 51-99 percentile represents a job-related motivational profile. Employees' scores (N=278) were plotted on a frequency distribution curve

Figure 2

Correlation of Disadvantage Points
to Mean Distraction Scores by Groups

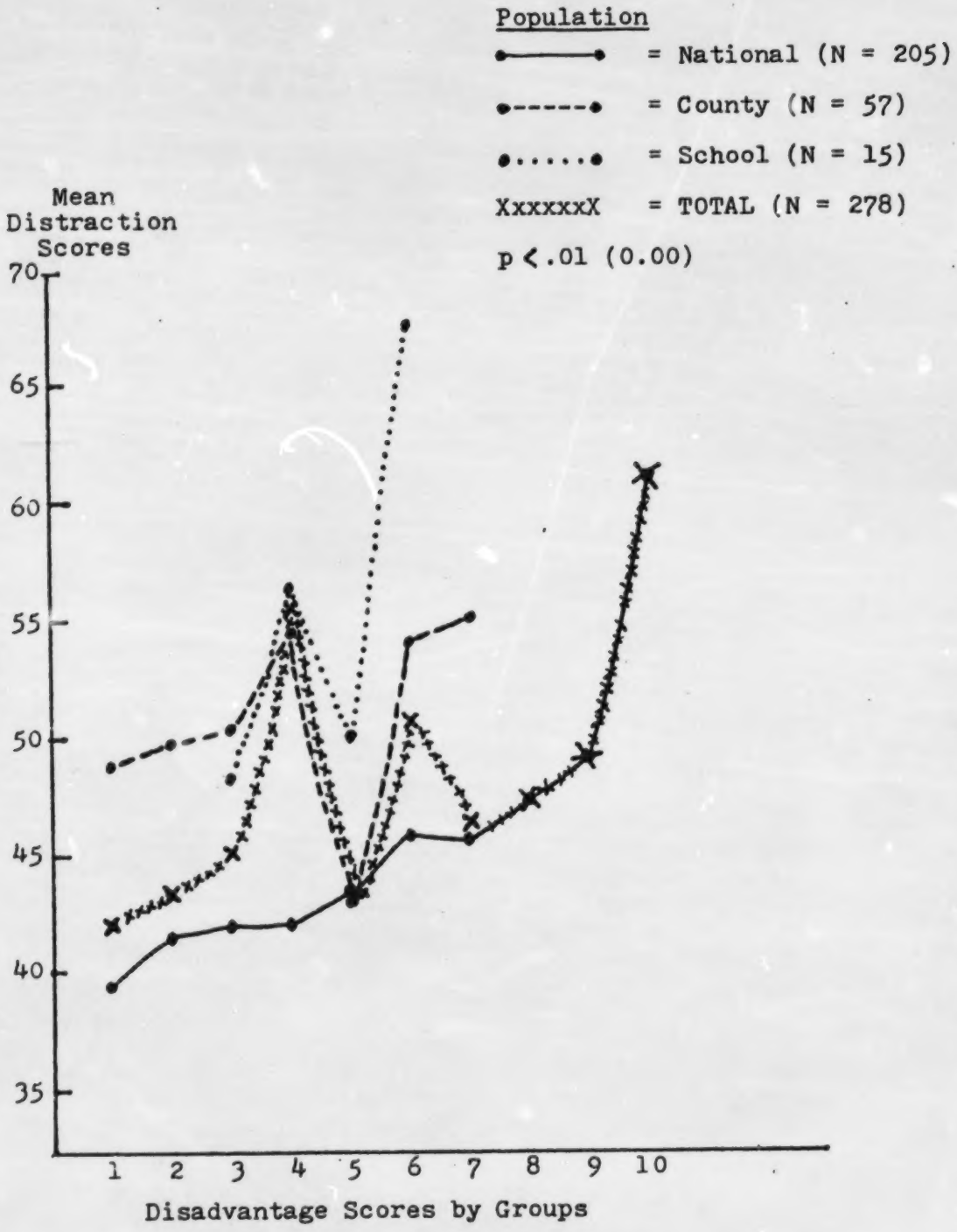


TABLE 5

CORRELATION OF DISADVANTAGE AND DISTRACTION SCORES

NATIONAL SAMPLE - EMPLOYEES

Ranking of Disadvantage Scores	Mean Distraction Scores	Ranking of Mean Distraction Scores	d	d^2
1	39.3	1	0	0
2	41.4	2	0	0
3	41.8	3	0	0
4	42.0	4	0	0
5	43.2	5	0	0
6	45.6	7	1	1
7	45.5	6	-1	1
8	47.2	8	0	0
9	49.0	9	0	0
10	61.0	10	0	0

$N = 206$

$s = 9.9$

$d^2 = 2$

$p < .01$ (.000002)

TABLE 6

CORRELATION OF DISADVANTAGE AND DISTRACTION SCORES

COUNTY SAMPLE - EMPLOYEES

Ranking of Disadvantage Scores	Mean Distraction Scores	Ranking of Mean Distraction Scores	d	d^2
1	48.8	2	1	1
2	49.7	3	1	1
3	50.3	4	1	1
4	54.4	6	2	4
5	43.0	1	-4	16
6	54.0	5	-1	1
7	55.0	7	0	0

N = 57

s = 16.7

d^2 = 24

$p < .01$ (.002)

TABLE 7

CORRELATION OF DISADVANTAGE AND DISTRACTION SCORES

SCHOOL SAMPLE - STUDENTS

Ranking of Disadvantage Scores	Mean Distraction Scores	Ranking of Mean Distraction Scores	d	d^2
1	48.3	1	0	0
2	57.5	3	1	1
3	50.0	2	1	1
4	67.5	4	0	0

N = 15

s = 25.0

$d^2 = 2$

$p < .02$ (.01488)

TABLE 8

CORRELATION OF DISADVANTAGE AND DISTRACTION SCORES

TOTAL SAMPLE - EMPLOYEES (& 15 STUDENTS)

Ranking of Disadvantage Scores	Mean Distraction Scores	Ranking of Mean Distraction Scores	d	d^2
1	42.0	1	0	0
2	43.3	2	0	0
3	45.0	4	1	1
4	55.7	9	5	25
5	43.8	3	2	4
6	50.6	8	2	4
7	46.1	5	2	4
8	47.2	6	2	4
9	49.0	7	2	4
10	61.0	10	0	0

$N = 278$

$s = 9.1$

$d^2 = 46$

$p < .01$ (.00002)

from which the basic measures of central tendency were derived. Table Four shows mean distraction scores for the national, county, and school populations to be 43.9, 49.2, and 60.6 respectively and a combined total mean distraction score of 49. Inversion then produces percentile mean scores of 56.1, 50.8, 39.4, and 54.1 respectively. Thus, the main portion of this hypothesis is not proven. The exception ($\bar{x}$ = 39.4) was scored by the school sample, which was too small (N = 15), unrepresentative by age, race and occupational status, and which derived a standard deviation of 25.0, which runs the gamut of nearly the entire range.

The three samples obtained medians of 49, 50, and 53 respectively with a combined total 49. Again, inversion produces percentile medians on a needs hierarchy curve of 51, 50, 47, and 49 respectively. The only group tending to support the hypothesis was the numerically insufficient and demographically invalid school sample. Thus neither means nor medians analysis supports the hypothesis.

4. It was expected that employees' positions on a needs hierarchy scale would be lower regarding respondents in the southern and western states, as one group, than those from the nothern states. Participants in northern states (N = 78) produced a mean distraction score of 40.37, whereas those from southern and western states (N = 128) produced a mean of 45.98, or a difference in mean scores of 5.61. The mean for the combined sample was 43.86. Thus, northern respondents scored 3.49 points below the national average and sourthern and western participants scored 2.12 points above. Therefore, H_4 is proven.

5. Employees were expected to agree that they could benefit from future professional development. Participants were asked to respond to the following question by indicating the strength of their agreement on a five-point Likert scale:

> "More professional training would help me do a better job more easily and give me more satisfaction."

Table Six displays a breakdown of the sub-populations in this study. In no instance did a sample reach a mean score of 4.0, the criterion demanded by the fifth hypothesis to indicate a significant positive response. The aggregate mean score was 3.84. Clearly, H_5 must be rejected.

A follow-up questionnaire (Appendix D) was sent to the 42 employers responding to the first mailing. Twenty-nine responses were received by the researcher. The resulting information was applied to the anticipated outcomes of hypotheses 6 through 9.

6. It was expected that employers would agree that further professional development would help reduce absenteeism. The response was cautious. Only 3 employers (N - 29) agreed strongly, while 20 agreed only generally, 5 expressed no interest either way and one generally disagreed. The mean response for this item was 3.86 on the Likert scale, .14 points lower than that required to be a significant positive response. Therefore, H_6 must be rejected.

7. Employers were also asked to respond to a similar question proposing that further staff development through an in-house in-service training program would reduce turnover. The level of agreement was even less than that obtained in the previous hypothesis. Whereas 3 employers (the same three, incidently, who agreed strongly with the previous assertion) agreed strongly, only 15 agreed generally, 8 displayed a neutral reaction and 3 generally disagreed. A mean agreement score of 4.0 was the criterion for indication of a significant positive response. Inasmuch as the mean score obtained was only 3.62, this hypothesis is also rejected.

8. Employers were asked to respond on a Yes/No basis the following assertions:

> "I Would Welcome An Individualized In-House In-Service Training Program for new Employees Designed to Reduce Management Problems and Improve the Services Delivered to the Children."

Responses were generally negative with forty-one percent (N Yes = 12, N No = 17) agreeing with the statement. This response fails to meet the stated criterion of sixty percent and forces the hypothesis to be rejected.

9. Finally, it was expected that employers, through their contact with this practicum, would express a greater awareness of their employees' basic motivational drives. Seventy-two percent (N Yes = 21, N No = 8) answered this item in the affirmative, considerably higher than the sixty percent required by the hypothesis as a significant affirmative response. Thus the hypothesis is accepted as proven

Although not required by the hypotheses presented in the practicum proposal, the researcher was able to derive additional statistics addressing the area of employee motivation. Table Seven shows a clear positive correlation between employees' distraction scores and their perceptions of their own professional needs. The more distracted respondents were from the work-site, the less need they perceived (or desired) for further professional training.

Moreover, a random sample (N = 50) was extracted from employee responses and subjected to item analysis. On each questionnaire, the twenty motivational factors used in the instrument were ranked according to the number of times the respondent chose them. The results were then combined to obtain a composite picture of the ranking of each factor. These results, displayed in Table Nine, as well as the results of the distraction-training correlation, will be treated during the discussion of the implications and recommendations.

IMPLICATIONS AND RECOMMENDATIONS

This section contains a discussion of the implications and recommendations drawn from this study as viewed by the researcher. First, those implications and recommendations pertaining to the participants' characteristics and backgrounds will be discussed. The second part consists of the implications and recommendations suggested by the results obtained from an analysis of the data provided by the individuals to whom the motivational measurement instrument was administered.

The national and county populations consisted largely of white females between the ages of 23 and 54, in short, the prime working years. The backgrounds of these employees do not reflect the diversity of the various ethnic groups found in the populations served by the private child-care industry. If the private sector is to serve the developmental needs of the local community, the individuals employed should reflect such proportions. The implication in this study is that private centers are not doing so. The recommendation is that the centers themselves consider local ethnic composition when staffing their centers, so that those groups having the greatest developmental needs may be served by the program.

This study demonstrated a positive correlation between the number of socioeconomic pressures individuals have and their employment effectiveness and longevity. Whereas the normal theory is that those who need the job the most will attend to it more faithfully, the opposite is indicated by this investigation.

The findings of this study support the conclusion by Nicholson, Nigel and Chadwick-Jones (1976) that absences are caused by individuals' adaptation to external stressors rather than by on-site dissatisfaction. Non job-site related problems tend to distract individuals from their tasks and lead to

early termination regardless of the fact that the resultant loss of income will likely exacerbate those problems. Therefore, it is imperative that staffing designers consider ways to ameliorate the impact of personal problems on the individuals suffering with them.

Employers demonstrated significantly ($p < .01$) less reaction to external stressors than did employees. Employers' and supervisors' incomes are higher than those of their employees, thus they are better able to address problems by merely spending their way out of them, a recourse not available to most workers in this traditionally low-paid field. It is recommended that supervisors and staff designers become more aware of the limited problem-solving resources available to their staff members. Awareness workshops could be most effective toward this end. Newsletter and periodical articles might also be helpful.

The statistical analysis presented earlier seems to indicate that workers are slightly more oriented to the job than to outside pressures, in that their average of 46 (Total distraction = 100) is less than the criterion of 50 demanded by the hypothesis. However, the criterion set up in the practicum proposal was inadequate, as it called only for arithmetic means and did not take into account the weighting effect obtained by emphasis on discrete items. For example, it was not uncommon for respondents to select car trouble as being more threatening and anxiety-producing than any work-related problem, including getting fired! Item analysis (Table Nine) demonstrates clearly that transportation ranks highest on an emphasis curve of problem-avoidance preference, followed by shelter-related problems, family sickness, family arguments, and neighborhood image. No job-related item appears until the sixth rank. Thus it would seem that the respondents are, indeed, more highly motivated by off-site pressures than by on-site pressures. The first three rankings are economically dominated and represent a serious threat to the already tenuous financial

TABLE 9

EMPHASIS-CURVE RANKING

DISTRACTABILITY OF SITUATIONAL STRESSORS

Rank	Stressor	Task Related	Non-Task Related
1	Car problems		x
2	Home maintenance problems		x
3	Sick child		x
4	Family disputes		x
5	Child under-achieving in school		x
6	Community gossip		x
7	Justifiable criticism for on-task error	x	
8	Unjustifiable criticism for on-task error	x	
9	Bad report in personnel file	x	
10	Lost wallet		x
11	Peer disapproval	x	
12	Losing a raise	x	
13	Losing a promotion	x	
14	Personal injury		x
15	No chance for advancement	x	
16	Being fired	x	
17	Poor working conditions (physical)	x	
18	Sick		x
19	Missed opportunity for community service	x	
20	Uncomfortable physical work environment	x	

females in other occupational settings could clarify the motivational parameters suggested here.

Another objective of this practicum was to measure employees' perceived needs for further professional training. The respondents were generally unenthusiastic about this idea. It is possible that they already feel adequate about their occupational preparation in that they view their own family experiences as sufficient to prepare them for a position they generally view as "merely looking after kids". This researcher's personal in-field experience is that most care-givers fail to perceive the task at hand as an essential process critical to the optimal development of young children. More operational, however, might be their past unrewarding schooling experiences, which would lead them to view training as more schooling, difficult and time-consuming at best, and ineffectual at worst.

Bookman (1973) concurs that the effectiveness of many training models is diminished by the use of traditional methods, such as lectures, workbooks and films. Furthermore, the low entry-level wages offered by private centers do not impel workers to view this occupation as a long-term career worthy of the time or effort of professional training. Although this study does not support high wages as a significant motivational factor in staff retention, nonetheless, it is recommended that entry-level wages be increased in order to initially attract and retain new employees and render it worthwhile for them to undergo formal training.

Employers and supervisors generally agreed that in-service in-house training programs would reduce management problems and improve services, but the level of agreement was cautious. This question appeared on the first mailing in general form and produced a mean agreement score of 4.5 on a five-point Likert scale. However, the second mailing contained the same question in more specific form ("I would welcome a ....program"). The affirmative response (N = 12) was 41 percent. Private operators are

stability of the disadvantaged low-income family. It is recommended that staffing planners pay more attention to so-called "fringe benefits" than has been done in the past. "loss of expected raise" ranked eleventh, "loss of expected promotion" ranked twelfth, and "fired" ranked fourteenth on the emphasis curve.

This concurs with findings by Dawis and Ace (1973) in their studies of younger chronically unemployed workers which concluded that remuneration ranked low on a job satisfaction expectation scale. Staff motivation can be better tapped if staffing practices offer potential workers an increase in their problem-solving resources, rather than promised raises and titular advancement. This conclusion and recommendation does not support Hulin's studies (1966) or Wild's replication (1970) which proposed that salary review and advancement opportunity were positively correlated with staff retention. However, their research was conducted among clerical populations rather than among low socioeconomic groups.

Naylor and Vincent (1959) however, demonstrated that female withdrawal from the work force increased in direct proportion to family size. Beatty and Beatty (1975) concurred with this view. Sickness or school-related problems were ranked high on this researcher's study as job-distracting.

Nonetheless, most research concludes that the predominant cause of high turnover is low job satisfaction caused by inadequate development and maintenance of relationships with peers and supervisors. It is recommended that the disparity between the conclusions reached by this study and previous studies be clarified through better identification of the socioeconomic standings of the participants. Clearly, replication of this investigation is indicated. It would be useful to administer the instrument to caregivers in public as well as private institutions. Further, studies of disadvantaged

approached by more salespersons than are public, low-level administrators and are directly responsible for their own decisions. It is concluded that the employers responding to the second mailing perceived a sales pitch coming and did not wish to commit themselves, thus increasing the validity of their responses. Employers, like employees, probably see little hope in the development of truly effective programs, but would be happy enough to have someone else try. It is recommended, therefore, that simple standards for caregiver training be set up and administered by local regulatory agencies such as health departments or child-care advisory boards. Such certification programs should reflect community needs and standards and should not be so stringent as to disrupt local child-care economic and employment situations. Passage of time and accrued experience would then allow gradual but continual upgrading of standards.

Finally, it was hoped that contact with this practicum would help employers increase their awareness of their employees' motivational drives. Although twelve percent more affirmative responses than needed to accept the hypothesis were recorded, thus potentially providing this researcher with a measure of satisfaction, a word of caution must be expressed here.

The seventy-two percent affirmative responses reflects only the opinions of those individuals willing to respond to both mail contacts with the researcher. If the twenty-one positive responses are considered in the light of the fifty-seven original respondents, the affirmative figure drops to thirty-seven percent. Further, if they are computed against the total number of employers initially contacted (assuming one supervisor for each of the centers not responding to the first mailing N = 20), then the figure plummets to nineteen percent.

Thus H_9, although statistically acceptable, does not represent an expression of satisfaction across the spectrum of the entire sample, and should be viewed as inconclusive.

SUMMARY

Two hundred and seventy-eight (278) employees and 50 owners and supervisors in the private child-care field were administered a motivation measurement instrument consisting of a self-administered demographic checklist and one-hundred forced-choice pictorial items representing stressors commonly found both on and off the work-site. Employees demonstrated that their distraction by non job-related tensions was directly related to the degree of socioeconomic disadvantage they possessed according to federal standards ($p < .01$). Employers displayed significantly less job distraction than did employees ($p < .05$). Employees' mean scores did not indicate a preponderance of non job-related tensions. However, item analysis and emphasis curving indicates heavy weighting of transportation, shelter, and family problems. Participants from southern and western states demonstrated significantly higher attention to off work-site stressors than did those from northern states. Employees did not express a favorable response to the suggestion of further professional training. Employers did not agree that further training would reduce absenteeism and turnover. Employers agreed initially that more staff training would be beneficial, but a subsequent mailing asking them for an implied commitment drew a significantly more negative response. This study concludes that neither staff members nor management indicate sufficient interest in the implementation of in-house in-service staff development programs to warrant the design of such programs. It is further concluded that staff development on a broad base will have to be imposed legislatively or through a regulatory body.

RECOMMENDATIONS

1. Centers should plan their staffs to reflect the local ethnic population.

2. Staffing designers should consider ways to make the job-site an integral part of employees' problem-solving resources.

3. Management personnel need to reorient their perceptions concerning employee motivation.

4. Training programs should, as much as possible, avoid the trappings of "school".

5. Entry-level wages should be raised, even if the entire wage spectrum is not.

6. Local regulatory agencies should establish low-level staffing standards with a view toward gradual and continual upgrading.

7. More study is needed regarding the relationship between socioeconomic stressors and job success.

8. A comparison of private and public staff populations regarding this study could prove useful.

9. Additional research is needed regarding equally disadvantaged females in other occupational settings.

10. More study is needed on caregivers' estimation of adequate qualifications for child-care employment.

11. Continual efforts should be made to examine developmental programs nationally to determine the most effective curriculums, instructional techniques, and management motivation techniques.

12. Several items on the instrument appeared to have had little effect on the outcomes and could be eliminated, thus requiring less administration time.

DISSEMINATION

To help further the use of entry-level motivational measurement, the author plans to:

1. Invite responding national and county employers to

use the instrument as a job-success predictive device and to report findings and impressions to the researcher. The instrument is not copyrighted.

2. Write an article reporting on the motivational rankings obtained by this practicum to be submitted to the Child Care Information Exchange for publication.

3. Continue research in this field with a view toward refining the instrument.

4. Propose to present this practicum at a future meeting of the Palm Beach County Association of Private Child Care Owners.

5. Suggest to participating Nova MCAA candidates that this practicum be replicated in their local areas.

This practicum appears to have been effective in terms of its primary goal, to develop an instrument which would measure motivation with reasonable accuracy. The secondary goal, the development of sufficient interest in an in-house in-service training program was not met, inasmuch as a major conclusion of the practicum is that such training will have to be imposed legislatively. However, it appears that this instrument, with some refinement, could be useful in further investigations in the area of motivational research.

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INTERVIEW:
Jones, M., Director, Office of Social Services, Department of Health, Education and Welfare, West Palm Beach, Florida. January 18, 1980.

DIRECTIONS: THIS CHILD CARE CENTER HAS AGREED TO PARTICIPATE IN A STUDY DESIGNED TO FIND OUT HOW ALL CENTERS MAY BETTER SERVE THE INTERESTS OF EMPLOYEES JUST LIKE YOU.

IN THE QUESTIONNAIRE, YOU WILL BE ASKED FOR A VARIETY OF INFORMATION ABOUT YOUR PLANS, BACKGROUND, AND ATTITUDES. THE ONLY "RIGHT ANSWERS ARE THOSE WHICH REFLECT YOUR OWN FEELINGS.

BEFORE GOING ANY FURTHER, PLEASE PROVIDE THE FOLLOWING INFORMATION BY PLACING AN 'X' IN THE APPROPRIATE BOXES. THIS INFORMATION IS NECESSARY FOR STATISTICAL PURPOSES ONLY; THEREFORE, PLEASE DO NOT WRITE YOUR NAME.

THIS CHILD CARE CENTER IS LOCATED IN _____ (state)

YOUR POSITION IN THIS CENTER IS:

☐ EMPLOYEE ☐ SUPERVISOR ☐ OWNER

☐ MALE FEMALE ☐

☐ WHITE BLACK ☐

HISPANIC ☐

OTHER MINORITY ☐

NO ☐ ANY PHYSICAL HANDICAP? YES ☐

NO ☐ DO YOU RECEIVE AID FROM ANY GOVERNMENT PROGRAM? YES ☐

NO ☐ DO YOU EARN MORE THAN ANYONE ELSE IN YOUR HOME? YES ☐

NO ☐ ARE YOU A SINGLE PARENT? YES ☐

NO ☐ DO YOU SPEAK ENGLISH WITH A STRONG ACCENT? (BLACK, SPANISH, ETC.) YES ☐

NO ☐ ARE YOU PRESENTLY WORRIED ABOUT THE HEALTH OF ANYONE CLOSE TO YOU? YES ☐

NO ☐ ARE YOU YOUNGER THAN 22? YES ☐

NO ☐ ARE YOU OLDER THAN 55? YES ☐

HOW MANY CHILDREN DO YOU HAVE AT HOME? (WRITE THE NUMBER) ☐

PLEASE PLACE AN "X" IN THE BOX THAT MOST NEARLY REPRESENTS YOUR REACTION TO THE FOLLOWING STATEMENT:

EMPLOYEES ONLY

"MORE PROFESSIONAL TRAINING WOULD HELP ME DO A BETTER JOB MORE EASILY AND GIVE ME MORE SATISFACTION."

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
DISAGREE STRONGLY	DISAGREE GENERALLY	NEITHER AGREE NOR DISAGREE	AGREE GENERALLY	AGREE STRONGLY

OWNERS OR SUPERVISORS ONLY

"AN INDIVIDUALIZED IN-HOUSE, IN-SERVICE TRAINING PROGRAM FOR NEW EMPLOYEES WOULD PROBABLY REDUCE MANAGEMENT PROBLEMS AND IMPROVE THE SERVICES DELIVERED TO THE CHILDREN."

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
DISAGREE STRONGLY	DISAGREE GENERALLY	NEITHER AGREE NOR DISAGREE	AGREE GENERALLY	AGREE STRONGLY

THANK YOU. NOW PLEASE TURN TO THE DIRECTIONS ON THE NEXT PAGE.

NOTICE THAT EACH "QUESTION" IS REPRESENTED BY TWO "PROBLEMS" JOINED TOGETHER. YOUR TASK IS TO CROSS OUT THE PICTURE THAT REPRESENTS THE PROBLEM YOU FEEL WOULD BE THE WORSE OF THE TWO, IF THEY HAPPENED TOMORROW.

EXAMPLE: WHICH IS WORSE; A LEAKY ROOF OR CATCHING COLD?

MOST PEOPLE WOULD FEEL THAT A LEAKY ROOF IS MUCH WORSE THAN CATCHING COLD; THEREFORE, THEY WOULD CROSS OUT THE LEAKY ROOF. (SEE EXAMPLE AT RIGHT.)

NOTE: THESE ITEMS ASSUME THAT YOU ARE MARRIED, HAVE A CHILD IN SCHOOL, OWN A CAR, ETC. PLEASE TREAT THESE ITEMS AS THOUGH THEY WERE TRUE, FOR THE SAKE OF THIS QUESTIONNAIRE.

LET US BEGIN! LOOK AT EACH PAIR OF "PROBLEMS" AND CROSS OUT THE ONE THAT WOULD BE WORSE FOR YOU.

BALLOT
YOU
THEM
F-
DEAD END

PAY ENVELOPE
YOUR SERVICES NO LONGER REQUIRED
DEAD END

March 15, 1980

TO: CHILD CARE ADMINISTRATORS

FROM: PAUL D. WESSEN
DOCTORAL CANDIDATE
NOVA UNIVERSITY
FT. LAUDERDALE, FL

5596 Western Way
Lake Worth, FL 33463
(305) 964-0940

RE: MOTIVATION MEASUREMENT OF CHILD CARE PERSONNEL

Dear Colleague,

Thank you for agreeing to assist in this research project. The results will be presented to the faculty of Nova University in partial fulfillment of the requirements for the degree of Doctor of Education.

It is hoped that this study will prove helpful to all administrators and personnel in child care. The results will be shared with you as soon as the study is completed.

1. Please ask each of your staff (including non-teaching persons) to complete one questionnaire and return it to you.

2. Please fill out one yourself. Several items may need to be "translated" to relate to your position (e.g. "criticism by supervisor" could read "criticism by customer"). This is needed to make statistical comparisons.

I would very much appreciate being able to pick up these questionnaires within the next 3 or 4 days.

Thank you for your cooperation. It is very much appreciated.

Sincerely yours,

Paul D. Wessen

March 15, 1980

TO: CANDIDATES, MASTERS IN CHILD CARE ADMINISTRATION (NOVA UNIVERSITY)

FROM: PAUL D. WESSEN, PRESIDENT, STORYBOOK SCHOOLS, INC.

RE: MOTIVATION MEASUREMENT OF CHILD CARE PERSONNEL

Dear Colleague,

Dr. Richard Goldman has suggested that you would be kind enough to assist in administering the enclosed questionnaires to your staff members. The results of this nation-wide study will be presented to the faculty of Nova University in partial fulfillment of the requirements for the Doctorate in Education.

It is hoped that this study will prove helpful to all administrators and personnel in child care. The results will be shared with you as soon as the study is completed.

1. Please ask each of your staff (including non-teaching persons) to complete one questionnaire and return it to you.

2. Please fill out one yourself. Several items may need to be "translated" to relate to your position (e.g. "criticism by supervisor" could read "criticism by customer"). This is needed to make statistical comparisons.

I would very much appreciate your sending the completed forms back to me as soon as possible. I have enclosed a self-addressed postage-paid mailer for your convenience.

Thank you for your cooperation. Perhaps we will meet at the Summer Institute in St. Petersburg this summer.

Sincerely yours,

Paul D. Wessen
5596 Western Way
Lake Worth, FL 33463

To: Employer-Respondents: Nova Research Project

From: Paul D. Wessen, Doctoral Candidate, Nova University

Re: Motivation Measurement of Child-Care Personnel

Thank you for your assistance in this project. The returns have been correlated and indicate the following results:

1. The more distracted from task employees become, the less they perceive a need for more training.

2. The more disadvantaged employees are (based on federal guidelines), the more they are oriented to other than job-related pressures.

3. Employees in northern states tend to be more task-oriented than employees in the southern and western states.

4. The most interesting result is the importance ranking of situational stresses. Clearly, people are highly concerned with transportation, shelter, and disruptions in personal relationships, but are relatively unconcerned about losing raises and promotions, or even their jobs. This may indicate the need for employers to investigate ways and means to change the focus of fringe-benefit packages from the traditional task-oriented items (pay, promotion, etc.) to items which employees may perceive as more supportive in alleviating their basic situational stresses.

For your information, employees situational stresses ranked in descending order of importance as follows: (1) car problems, (2) home maintenance problems, (3) sick child, (4) family disputes, (5) community gossip, (6) justifiable criticism for on-task error, (7) unjustified criticism for on-task error, (8) bad report in personnel file, (9) lost wallet, (10) peer disapproval, (11) losing a raise, (12) losing a promotion, (13) no chance for advancement, (14) being fired, (15) poor working conditions--physical, (16) sick, (17) missed opportunity for community service.